

**Texas Education Agency
Standard Application System (SAS)**

2015–2020 Texas Title I Priority Schools, Cycle 4

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY 2015 AUG 20 AM 10:37 DOCUMENT CONTROL CENTER </div>
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	Place date stamp here.
Submittal information:	Six complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Grand Prairie ISD	057910	Hobbs Williams Elem.	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
175-6001697	10	TX-024	07-933-2763
Mailing address		City	State ZIP Code
2602 S. Beltline Rd		Grand Prairie	TX 75052

Primary Contact

First name	M.I.	Last name	Title
Patricia		Lewis	Asst. Supt. School Improvement
Telephone #	Email address		FAX #
972-237-5532	patricia.lewis@gpisd.org		(972) 237- 4026

Secondary Contact

First name	M.I.	Last name	Title
Anna		Anderson	Principal
Telephone #	Email address		FAX #
972-522-2700	Anna.anderson@gpisd.org		972-522-2799

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Susan		Hull	Superintendent
Telephone #	Email address		FAX #
972-237-5300	susan.simpson@gpisd.org		(972)237-5440
Signature (blue ink preferred)		Date signed	

[Handwritten Signature]

[Handwritten Date]

[Handwritten Date]

Only the legally responsible party may sign this application.

701-15-107-016

Schedule #1—General Information (cont.)

County-district number or vendor ID: 057910-131

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – SEE NOTE	See Important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200) – SEE NOTE		<input type="checkbox"/>
9	Supplies and Materials (6300) – SEE NOTE		<input type="checkbox"/>
10	Other Operating Costs (6400) – SEE NOTE		<input type="checkbox"/>
11	Capital Outlay (6600/15XX) – SEE NOTE		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057910-131-041

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057910-131

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: <ol style="list-style-type: none"> 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	The LEA/campus provides assurance that if it selects to implement the transformation model , the campus will meet all of the following federal requirements: <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> i. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and ii. Uses the definition of student growth as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable

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	<p>across classrooms.</p> <p>iii. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Deliver comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increase learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:</p> <ol style="list-style-type: none"> Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas. <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
8.	<p>The LEA/campus provides assurance that if it selects to implement the <u>Texas state-design model</u>, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an <i>Early College High School</i> (ECHS). In doing so, the LEA/campus will implement the following:</p> <ol style="list-style-type: none"> Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.

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4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
 - (A) Data to identify the population at risk of dropping out of school;
 - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
 - (C) Early College brochures in all languages relevant to the school community;
 - (D) Written communication plan for relevant target audiences: parents, community members, school board.

Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:
 - (A) Partnership between the school district and an institute of higher education (IHE) that:
 - i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
 - ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
 - iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
 - (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
 - (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016

Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
 - (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate

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degree.

- (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.
- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

- 9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:
 - (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
 - (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
 - (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
 - (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:

- [Texas Education Agency, Early College High School program](#)
- Texas Education Code [§29.908](#)
- Texas Administrative Code [§4.161](#)
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: [Commissioner's Rules Concerning Early College Education Program](#)

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

- 9. The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an

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elementary school, the campus will implement in accordance with the following federal requirements:

1. Offer full-day kindergarten.
2. Establish or expand a high-quality preschool program.
A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
 - (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
 - (B) High-quality professional development for all staff;
 - (C) A child-to-instructional staff ratio of no more than 10 to 1;
 - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
 - (E) A full-day program;
 - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
 - (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
 - (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
 - (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
 - (J) Program evaluation to ensure continuous improvement;
 - (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
 - (L) Evidence-based health and safety standards.
3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.
4. Provide educators, including preschool teachers, time for joint planning across grade levels.
5. Replace the principal who led the school prior to the commencement of the early learning model.
6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
 - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - (B) Are designed and developed with teacher and principal involvement;
7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality

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educators.

9. Use data to identify and implement an instructional program that is:
 - (A) Research-based;
 - (B) Developmentally appropriate;
 - (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
 - (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
 - (A) Aligned with the school's comprehensive instructional program
 - (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

The LEA/campus provides assurance that if it selects to implement the turnaround model, the campus will meet all of the following federal requirements:

1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
 - (A) Screen all existing staff and rehire no more than 50 percent; and
 - (B) Select new staff
10. 3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

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	<ol style="list-style-type: none"> 6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards; 7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; 8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas: <ol style="list-style-type: none"> (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas. 9. Provide appropriate social-emotional and community-oriented services and supports for students. <p>If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.</p>
11.	<p>The LEA/campus provides assurance that if it selects to implement the Whole-School Reform model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Implement an evidence-based whole-school reform in partnership with a model developer. <ol style="list-style-type: none"> (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: <ol style="list-style-type: none"> (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment. 4. The whole-school model must implement the model for all students in the school. 5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner: <ol style="list-style-type: none"> (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
12.	<p>The LEA/campus provides assurance that if it selects to implement the restart model, the campus will meet all of the following federal requirements:</p>

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	<ol style="list-style-type: none"> 1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. 2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by: <ol style="list-style-type: none"> (A) significant improvement in academic achievement (B) success in closing achievement gaps either within a school or relative to other public schools (C) High school graduation rates (D) No significant compliance issues in the areas of civil rights, financial management and student safety. 3. Enroll, within the grades it serves, any former student who wishes to attend the school. <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the <u>closure model</u>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a <u>Rural LEA applicant</u> may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</p>
15.	<p>The LEA/campus provides assurance that if it selects to implement the <u>Whole-School Reform model</u>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Implement an evidence-based whole-school reform in partnership with a model developer. <ol style="list-style-type: none"> (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: <ol style="list-style-type: none"> (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation

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	<p>with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.</p> <p>4. The whole-school model must implement the model for all students in the school.</p> <p>5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:</p> <ul style="list-style-type: none"> (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met through the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	<p>The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework.</p> <p>If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.</p>
21.	<p>The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA.</p> <p>The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.</p>
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 057910-131

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

Revised Annual Budget Breakdown

Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
\$	\$	\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 057910-131

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 057910-131

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

ACCELERATED ACHIEVEMENT The Grand Prairie Independent School District (GPISD) is a 58-square mile district in the heart of the Dallas Fort Worth metropolitan region. GPISD serves approximately 27,740 learners on 41 campuses in a low income region of the metroplex. Hobbs Williams Elementary is one of 24 elementary campuses in GPISD. The Texas Title I Focus School serves 612 students in Kindergarten through Fourth grade. The Crockett Early Childhood Center provides Pre-K services for the elementary campus. In 2015-16, our school will expand to serve 5th grade students. The students, parents, and teachers of Williams Elementary are diverse and possess a wide variety of backgrounds, experiences, and talents. 67% of students in the school are Hispanic, 19% African American, 11% White, and 3% Asian. Children of poverty and English language learners are the fastest growing segments of the student population. **Vision & focus for school reform:** The Hobbs Williams Elementary mascot is the Wolves. Wolves run in packs. The vision of the TTIPS Reform Plan is based on the awareness that the strength of the pack is the wolf and the strength of the wolf is the pack. The proposed school improvement project builds leadership skills and academic abilities of each child through collaborative learning experiences that build on the unique talents of peers. The plan utilizes professional learning communities to build instructional practices of each educator through sharing the strengths of the team. The mission of our school summarizes the focus of the iLearn TTIPS project. *Mission:* Our school will create and preserve a learning community that builds on the strength of our children, parents, and educators to guarantee all students reach their goals and a high level of academic achievement as measured by meeting standards on state and national tests. **Sense of urgent need for change:** Educational research conducted by the Texas Education Agency shows economically disadvantaged children do not progress in school at the same rate as the general population. The reports indicate 25-32% of students from low-income households in the state do not learn to read in first grade and these students are far less likely to meet state standards of performance on STAAR in 3rd grade. A related report published by the National Center for Education Statistics (NCES) studying this trend found 43% of economically disadvantaged 4th grade students in the United States scored below grade level on a national assessment of reading. By middle school, over 70% were scoring at least two grade levels below expectation. Williams Elementary accountability data reflects state and national trends. 81% of all students served at Williams Elementary come from low income homes. Based on the STAAR reading assessment, 30 percent of the school's 3rd students from low income homes performed at an unsatisfactory academic performance level in 2014. Furthermore, only 15% of 3rd grade students scored at the advanced academic performance level, which is an indicator that children are ready for success in the next grade level. This means 85% of Williams Elementary third-graders may require additional support to be fully prepared for success in 4th grade. The statistic is alarming because research indicates that reading below expected 3rd and 4th grade levels is highly correlated to failure in middle school and dropping out of high school. **High expectations for results** Many children come to school prepared to succeed based on exposure to books, English language conversations, and participation in literacy based experiences. However, there is an ever-growing population of children coming into our schools that have never had opportunities to explore concepts and processes that are essential to the development of knowledge and skills in Reading and Math. The proposed TTIPs plan seeks to build the capacity of Williams Elementary to improve student achievement and growth using research based reforms: (1) Expand Pre-K and K programs to increase the number of children who meet state expectations on TPRI by the end of Kindergarten. Research indicates students who enter 1st grade *school ready* are more likely to find success in middle school and graduate from high school. The Early Learning Intervention Model will be implemented in Pre-K and K classrooms. A Pre-K Mentor and Kindergarten Instructional Specialist trained in the Children's Learning Institute *CLI Engage* program will support

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 057910-131

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

teachers during common planning sessions to identify weaknesses using progress monitoring assessments and to respond with targeted 1:1 instruction. Interventionists and classroom aides will be employed to reduce the student-to-teacher ratios to 10:1 to provide individualized instruction and support; (2) Use data continuously differentiate instruction and increase the number of students meeting or exceeding standards on the Reading and Math sections of TPRI (grades K-2) and STAAR (grades 3-5). Instructional Specialist hired for grade 1, grade 2-3, and grade 4-5 will work with educators in Professional Learning Communities to use data to plan instruction, to integrate research based intervention strategies into lessons, and to conduct co-teaching sessions to improve classroom implementation of best practices. In addition, Interventionists will be hired to reduce the student-to-teacher ratio to 10:1 during Reading and Math instruction and to conduct tutorials. A social worker will work with students and their parents to access school and community resources that support health and nutrition and attendance in TTIPS interventions; (3) Extend learning time to increase the number of students who are promoted to the next grade level on time. Technology integration in collaborative lessons will engage students in learning. Pre-K educators will use interactive projectors, tablets, and Teachsmart software to empower students to explore academic concepts. Grade K-2 will utilize digital projectors to visually represent concepts and computer centers to enable students to independently read books, practice math facts, and publish ideas. Grade 3-5 students will check out personal computers to provide access to assignments, intervention programs, and productivity tools at school and home; (4) Increase the number of highly effective leaders and highly qualified teachers instructing children. All educators will be evaluated using multiple observation- based evaluations focusing on the improvement of professional practice and student performance. Financial incentives will be provided as awards for educator and student growth; (5) Improve parent participation in their child's education to develop confidence leading to academic success. In PreK, parents will be invited to TTIPS Parent and Child Together (PACT) language and literacy training. In K-5, Williams Elementary students, parents, educators, and community members will be recruited to teach in the iLearn Academ each week. Academy classes will promote the development of personal talents and interests based on student and parent surveys. Three technology labs, a digitized music lab, video broadcast lab, and web design lab will provide state-of-the art technology environments for iLearn classes. The PTO will work with educational partners to provide celebration of iLearn successes. Using TTIPS reform strategies, our students will meet standards on grade level by 3rd grade and meet advanced standards by 5th grade to ultimately graduate from high school and enter college. This will empower a new generation of GPISD students to find employment in a profession of the DFW metroplex and ultimately earn a higher wage.

SYSTEM TRANSFORMATION - Using established **organizational structures** will improve TTIPS planning, implementation, and evaluation. Under the direction of the GPISD Asst. Superintendent for School Improvement, the Campus Leadership Team (CLT) of educators, parents, and community members drafted the TTIPS Targeted Improvement Plan using Texas Accountability Intervention System (TAIS) strategies. The team will use the TTIPS plan to implement the project and also to collect and analyze data each 9 weeks at CLT Data Analysis meetings. The campus based team will study multiple sources of data and utilize TAIS guidance to monitor the attainment of goals. When problems arise, the implementation of interventions will be reviewed and the plan will be modified to reach performance targets and achieve goals. Grand Prairie ISD ensures the principal has **operational flexibility** and the authority to alter schedules, persons responsible, and budgets to implement TTIPS based on the recommendations of the committee.

SUSTAINED REFORM - Grand Prairie ISD has established 17 Schools of Choice that provide specialized learning programs in areas such as fine arts, science and math, and leadership. Each campus has been successful in improving student performance. In 2015, three Schools of Choice won all nine Academic Distinctions on STAAR. The TTIPS program will restructure Williams Elementary into a school that uses research based interventions implemented with state-of-the art learning technologies to improve teaching and learning. GPISD has created a technology integration plan that uses a five-year timeline for systematically acquiring technologies. The plan will enable the district to use existing resources and tech support to replace digital equipment and computers and sustain TTIPS after the project ends. **Communication structures:** Annual goals will be visible as you enter the building and in each hallway. Grade level newsletters will be published by teachers each week to keep parents informed about school events. A weekly folder will provide families with information about student progress. Quarterly progress reports toward achieving goals will be posted to ensure all stakeholders are focused on meeting goals. Evaluation reports will be provided to the Superintendent and District Improvement Committee each semester, to the Board annually, and to TEA as requested. All TTIPS communication will be in both English & Spanish.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 057910-131

Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Fund code: 276

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.

Budget Summary

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre- award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	\$242,540	71,685	\$20,580	\$1,404,016	82,004	\$1,426,138	84,464	\$1,449,292	87,001	\$1,543,188	97,574	\$6,508,482
#8-Professional and Contracted Services	6200	\$120,170	\$	\$	\$115,740	\$	\$115,740	\$	\$115,740	\$	\$115,740	\$	\$583,130
#9-Supplies and Materials	6300	\$584,800			\$202,340		\$157,584		\$159,767		\$179,198		\$1,283,689
#10-Other Operating Costs	6400	\$69,900	\$	\$9,000	\$58,000	\$	\$60,100	\$	\$62,200	\$	\$64,300	\$	\$323,500
#11-Capital Outlay	6600/ 15XX	227,200	\$	\$13,000	\$137,900	\$	\$155,974	\$	\$126,000	\$	\$0	\$	\$660,074

Consolidate Administrative Funds ☐ Yes ☒ No

Percentage% indirect costs (see note):	N/A	\$	N/A	\$	N/A	\$	N/A	\$	N/A	\$	N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):	\$1,244,610	\$71,685	\$42,580	\$1,917,996	82,004	\$1,915,536	\$84,464	\$1,912,999	\$87,001	\$1,902,426	\$97,574	\$	\$9,358,875

Administrative Cost Calculation

Enter the total grant amount requested:

\$ 9,358,875

Percentage limit on administrative costs established for the program (5%):

x .05

Multiply and round down to the nearest whole dollar. Enter the result.

\$467,944

This is the maximum amount allowable for administrative costs, including indirect costs:

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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RFA #701-15-107; SAS #191-16
2015–2020 Texas Title I Priority Schools, Cycle 4

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 057910-131

Amendment # (for amendments only):

Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre- Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional									
1 Teacher (PreK Mentor, Instructional Specialist)	5		\$0	\$0	\$367,980	\$376,320	\$384,920	\$420,760	\$1,549,980
2 Educational aide			\$0	\$0	\$63,000	\$63,000	\$63,000	\$63,000	\$252,000
3 Tutor			\$	\$	\$	\$	\$	\$	\$
Program Management and Administration									
4 Project Coordinator	1		\$47,250	\$13,500	\$69,495	\$71,580	\$73,730	\$82,690	\$358,245
5 Title			\$	\$	\$	\$	\$	\$	\$
6 Title			\$	\$	\$	\$	\$	\$	\$
Auxiliary									
7 Technician Technology	1		\$60,000	\$	\$80,000	\$80,000	\$80,000	\$80,000	\$380,000
8 Title			\$	\$	\$	\$	\$	\$	\$
9 Title			\$	\$	\$	\$	\$	\$	\$
Other Employee Positions									
10 Interventionists (Rdg, Math. Tech, Writing)	5		\$	\$0	\$367,980	\$376,320	\$384,920	\$420,760	\$1,549,980
11 Social Worker	1		\$47,250	\$0	\$49,495	\$51,580	\$53,730	\$62,690	\$264,745
12 Data Collection/Use	1		\$21,000	\$6,000	\$30,000	\$30,300	\$30,900	\$31,200	\$149,400
13	Subtotal employee costs:		\$175,500	\$19,500	\$1,027,950	\$1,049,100	\$1,071,200	\$1,161,100	\$4,504,350
Substitute, Extra-Duty Pay, Benefits Costs									
14 6112	Substitute pay \$100/day, 4 days, 54 teachers		\$12,000	\$	\$21,600	\$21,600	\$21,600	\$21,600	\$98,400
15 6119	Professional staff extra-duty pay (after school tutorials, summer training for teachers (5 day institute), summer SSI classes, Saturday School, TAP incentive awards year 1-5)		\$86,000	\$	\$230,000	\$230,000	\$230,000	\$230,000	\$1,006,000
16 6121	Support staff extra-duty pay		\$	\$	\$	\$	\$	\$	\$
17 6140	Employee benefits		\$40,725	\$1,080	\$206,470	\$209,902	\$213,493	\$228,062	\$899,731
18 61XX	Tuition remission (IHEs only)		\$	\$	\$	\$	\$	\$	\$
19	Subtotal substitute, extra-duty, benefits costs		\$138,725	\$1,080	\$485,070	\$461,502	\$465,093	\$479,662	\$2,004,132
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$314,225	\$20,580	1,486,020	1,510,602	1,536,293	1,640,762	\$6,508,482

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RFA #701-15-107; SAS #191-16
2015-2020 Texas Title I Priority Schools, Cycle 4

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

Schedule #8—Professional and Contracted Services (6200)										
County-district number or vendor ID: 057910-131										Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.										
Professional and Contracted Services Requiring Specific Approval										
Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years		
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$	\$	\$	\$	\$	\$		
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$	\$	\$	\$	\$	\$		
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	\$	\$	\$	\$	\$	\$	\$		
Professional Services, Contracted Services, or Subgrants										
#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years	
1	ESC 10 – Using Data Systems/State accountability	<input type="checkbox"/>	\$2000	\$	\$2000	\$2000	\$2000	\$2000	\$10,000	
2	Children's Learning Institute – UT Houston (Early Learning Model)	<input type="checkbox"/>	\$12,900	\$	\$12,900	\$12,900	\$12,900	\$12,900	\$64,500	
3	Accelerated ELA/Writing (tech mediated)/summer training/ongoing	<input type="checkbox"/>	\$19,520	\$	\$19,520	\$19,520	\$19,520	\$19,520	\$97,600	
4	Accelerated Math (tech mediated) summer training/ongoing support	<input type="checkbox"/>	\$19,320	\$	\$19,320	\$19,320	\$19,320	\$19,320	\$96,600	
5	Keystone Flippen Group – Improve School Climate	<input type="checkbox"/>	\$24,000	\$	\$19,000	\$19,000	\$19,000	\$19,000	\$100,000	
6	TAIS guidance, TX Center for District and School Support	<input type="checkbox"/>	\$30,000	\$	\$30,000	\$30,000	\$30,000	\$30,000	\$150,000	
7		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
8		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
9		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
10		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
b.	Subtotal of professional services, contracted services, or subgrants:		\$107,740	\$0	\$102,740	\$102,740	\$102,740	\$102,740	\$518,700	
a.	Subtotal of professional and contracted services requiring specific approval:		\$	\$	\$	\$	\$	\$	\$	
b.	Subtotal of professional services, contracted services, or subgrants:		\$107,740	\$0	\$102,740	\$102,740	\$102,740	\$102,740	\$518,700	
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$12,430	\$	\$13,000	\$13,000	\$13,000	\$13,000	\$64,430	
(Sum of lines a, b, and c) Grand total			\$120,170	\$	\$115,740	\$115,740	\$115,740	\$115,740	\$ 583,130	

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For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #9—Supplies and Materials (6300)												
County-District Number or Vendor ID: 057910-131						Amendment number (for amendments only):						
Expense Item Description												
Technology Hardware—Not Capitalized												
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6399	1	Personal Computers	Develop communication skills – iLearn Music	16	\$600							
	2	Personal Computers	Develop cooperative Learning Grade 2 (6/class)	24	\$600							
	3	Personal Computers	Develop communication skills – iLearn Video Broadcast lab	16	\$600							
	4	Green screen	Develop communication skills – iLearn Video Broadcast lab	3	\$1800							
	5	Monitors	Develop communication skills – iLearn Video Broadcast lab	3	\$270			\$9600	\$29,400	\$27,600		66,600
	6	Personal Computers	Develop cooperative Learning Grade 1 (6/class)	24	\$600							
	7	Personal Computers	Develop technology skills – iLearn Web Design lab	22	\$600							
	8	Personal Computers	Develop cooperative Learning Grade K (6/class)	24	\$600							
6399	Technology software—Not capitalized (Piano lab and video broadcast lab conferencing system, command station for news/media lab,					\$6,900	\$0	\$18,490	\$6,550	\$14,520	\$5,520	\$51,980
6399	Supplies and materials associated with advisory council or committee					\$500	\$0	\$500	\$500	\$500	\$500	\$2,500
Subtotal supplies and materials requiring specific approval:						\$7,400	\$0	\$28,590	\$36,450	\$42,620	\$6,020	\$121,080
Remaining 6300—Supplies and materials that do not require specific approval: PK-5 th grade instructional materials including labs						577,400	\$0	173,750	121,134	117,147	173,178	\$1,162,609
Grand total:						584,800	\$0	202,340	157,584	159,767	179,198	\$1,283,689

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)									
County-District Number or Vendor ID: 057910-131		Amendment number (for amendments only):							
Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years	
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose: transportation to extended day activities	\$18,300	\$	\$19,000	\$19,700	\$20,400	\$21,100	\$98,400	
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$	\$	\$	\$	\$	\$	
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose: CLT members to TTIPS	\$3000	\$3000	\$3000	\$3000	\$3000	\$3000	\$18,000	
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	\$	\$	\$	\$	\$	\$	\$	
6429	Actual losses that could have been covered by permissible insurance	\$	\$	\$	\$	\$	\$	\$	
6490	Indemnification compensation for loss or damage	\$	\$	\$	\$	\$	\$	\$	
6490	Advisory council/committee travel or other expenses	\$	\$	\$	\$	\$	\$	\$	
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	\$	\$	\$	\$	\$	\$	\$	
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$	\$	\$	\$	\$	\$	
Subtotal other operating costs requiring specific approval:		\$21,300	\$3,000	\$22,000	\$22,700	\$23,400	\$24,100	\$116,500	
Remaining 6400—Other operating costs that do not require specific approval: Travel to conferences and workshops registration, travel, fees		\$48,600	\$6,000	\$36,000	\$37,400	\$38,800	\$40,200	\$207,000	
Grand total:		\$69,900	\$9,000	\$58,000	\$60,100	\$62,200	\$64,300	\$323,500	

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600/15XX)

Amendment number (for amendments only):

County-District Number or Vendor ID: 057910-131

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6669/15XX—Library Books and Media (capitalized and controlled by library)										
1		N/A	N/A	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Technology hardware, capitalized										
2	PreK Teachsmart -Smartboard, laptop, cart, software	8	\$8900	\$71,200	\$	\$	\$	\$	\$	\$71,200
3	Computers on Wheels – increase 3 rd gr Reading/Math	6 sets of 22	\$21,000	\$	\$	126,000	\$	\$	\$	\$126,000
4	Digitized Planos – iLearn Music Composition Lab	14	\$850	\$	\$	\$11,900	\$	\$	\$	\$11,900
5	Computers on Wheels – increase 4 th gr Reading/Math	6 sets of 22	\$21,000	\$	\$	\$	126,000	\$	\$	\$126,000
6	HVR/DV Camcorder Studio cameras	4	\$5300	\$	\$	\$	\$21,200	\$	\$	\$21,200
7	Computers on Wheels-- increase 5 th gr achievement	6 sets of 22	\$21,000	\$	\$	\$	\$	126,000	\$	\$126,000
8	Computer/laptop Bundle – TTIPS Staff	13	\$13000	156000	\$13,000	\$	\$	\$	\$	\$169,000
66XX/15XX—Technology software, capitalized										
9			\$	\$	\$	\$	\$	\$	\$	\$
10			\$	\$	\$	\$	\$	\$	\$	\$
11			\$	\$	\$	\$	\$	\$	\$	\$
12			\$	\$	\$	\$	\$	\$	\$	\$
13			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles										
14	Desk System for iLearn Video Broadcasting		\$	\$	\$	\$	\$8774	\$	\$	\$8774
15			\$	\$	\$	\$	\$	\$	\$	\$
16			\$	\$	\$	\$	\$	\$	\$	\$
17			\$	\$	\$	\$	\$	\$	\$	\$
18			\$	\$	\$	\$	\$	\$	\$	\$
19			\$	\$	\$	\$	\$	\$	\$	\$
20			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life										
21			\$	\$	\$	\$	\$	\$	\$	\$
Grand total:				227,200	\$13,000	137,900	155,974	\$126,000	\$	\$660,074

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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RFA #701-15-107; SAS #191-16
2015–2020 Texas Title I Priority Schools, Cycle 4

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 057910-131

Amendment # (for amendments only):

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	612		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	115	18.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	411	67.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	62	10.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	20	3.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	495	80.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	215	31.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	57	9.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	81		GPISD Student Information System
Disciplinary placements in In-School Suspension	2		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	0		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	2		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	2		2014-2015 PEIMS report #425; code #C164
Attendance rate		96.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		NA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		NA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	NA	NA	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	169	75%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		NA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		NA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	NA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	NA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		NA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 057910-131

Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each year, approximately 4 out of 10 Kindergarteners enter Williams Elementary "Kindergarten Ready" based on a Beginning-of-Year (BOY) standardized assessment of knowledge and skills. This means that Kindergarten, 1st and 2nd grade curriculum and instruction must focus on remediation of skills. As a result, a high percentage of students do not master Texas Essential Knowledge Skills by 3rd grade to meet state accountability standards. Economically disadvantaged at the school score lowest on STAAR at every grade level. The chart below compares the STAAR scores of economically disadvantaged students at Williams Elementary to state averages. The data depicts the percentage of learners that met state standards at each grade level.

	Reading		Math		Writing		Science	
	% Met Standard		% Met Standard		% Met Standard		% Met Standard	
	State	Williams	State	Williams	State	Williams	State	Williams
3rd - 2013	76%	70%	70%	64%	NA	NA	NA	NA
4th - 2014	71%	67%	71%	68%	70%	63%	NA	NA
5th - 2015	75%	65%	NA	NA	NA	NA	74%	66%

TRENDS IN DATA: STAAR scores are well below state averages for economically disadvantaged students (ECD) at Williams Elementary. Cohort data indicates the achievement gaps evident in third grade at the end of the 2013 school year widened as the students completed fourth grade in 2014 and fifth grade in 2015.

Reading: In 2013, 70% of economically disadvantaged third graders met state standards on the Reading section of STAAR. When these students took the fourth grade test in 2014, only 67% met state standards. In fifth grade, the percentage fell to 65%. Early intervention in Reading must be a focus of the TTIPS plan for grades PK-2. In addition, there is a need for improving professional practices and student performance in grades 3-5. Teachers indicate a need for: (a) support implementing literacy and language lessons into daily early childhood lessons; (b) a systematic phonics program that is aligned vertically to develop phonology, phonics, and spelling skills; (c) leveled books (eBooks with tracking and read-aloud capabilities) to improve guided reading; (d) technology based programs to provide differentiated practice at the student's proficiency level during school and at home; and (e) additional certified personnel to lower the student-to-teacher ratio during Reading intervention. **Math:** In 2013, 64% of economically disadvantaged third graders met state standards on the Math section of STAAR. When these students took the fourth grade test in 2014, 68% met state standards. In fifth grade, the percentage on district assessments fell to 63% (Math STAAR scores are not available for 2015). Early intervention in Math must be a focus of the TTIPS plan for grades PK-2. In addition, there is a need for improving professional practices and student performance in grades 3-5. Teachers determined a need for: (a) technology based resources to practice basic facts at school and home; (b) professional development to integrate real world problem solving activities into daily lessons; and (c) technologies to visually present concepts, application of skills and problem solving strategies. **Writing:** The percentage of Williams Elementary students meeting state standards in Writing on the 4th grade assessment is lower than the state average. There is a need to implement writing lessons into the curriculum and instruction at each grade level. Teachers indicate a need for training in a vertically aligned writing curriculum and technology based programs to develop keyboarding skills and to compose and publish original compositions. **Science:** The percentage of 5th grade students meeting state standards is well below other content areas and state averages. There is a need to integrate science lessons into the school schedule at each grade level. Teachers indicate a need for science lesson resources and hands on science materials and technology tools to build academic vocabulary and to present visual representations of abstract science concepts and processes.

DATA BASED TTIPS PLAN: Data-based school improvement goals are the basis of the TTIPS plan: (1) Improve the quality of early childhood education to ensure students meet read on grade level by the end of 1st grade; (2) meet state standards on Reading and Math sections of STAAR by 3rd grade, and (3) leave the elementary campus meeting advanced standards on Reading and Math sections of 5th grade STAAR to ensure our students excel in middle school and graduate from high school. The high expectation, high achievement culture will improve performance for each child and raise school accountability ratings. The strength of the pack is the wolf and the strength of the wolf is the pack.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 057910-131

Amendment # (for amendments only):

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	47.4		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	46.3	97.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	4.8	10.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	3.0	6.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	1.1	2.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	7.0	18.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	16.0	41.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	15.5	40.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0 %	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	3.0	7.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	12.5	32.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	12.0	31.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	7.0	18.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	4.0	10.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	\$47,332		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	\$49,495		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	\$50,671		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	\$53,095		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	\$63,130		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	11	14%	GPISD Skyward Student Information System
Staff with Bachelor's degree as highest level attained	37	49%	GPISD Skyward Student Information System
Staff with Master's degree as highest level attained	11	14%	GPISD Skyward Student Information System
Staff with Doctoral degree as highest level attained	0	0.0%	GPISD Skyward Student Information System

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 057910-131

Amendment # (for amendments only):

Part 4: Staff Demographics- Comments

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Teachers at Williams Elementary are focused on improving academic success of their students. The proposed TTIPS iLearn Plan has been developed to support teachers in meeting the campus goals for student achievement and their personal goals for career growth.

Student Achievement: Campus educators are evaluated using the Texas Teacher Evaluation and Support System (T-TESS). The principal conducts all appraisals at this time. The majority of educators at Williams Elementary receives *proficient or exceeds expectations* scores on the T-TESS; however, less than 70% of students pass STAAR assessments in each content area. A review of data since 2013 when the school was cited for improvement indicates the staff of the campus has not changed dramatically. The principal was replaced when the campus initiated school improvement; however, the majority of educators employed at that time are still members of the campus team. The chart below indicates the staff has an average of 9 years of experience and the percentages have not changed over the three year period.

Educator Experience	Williams Elementary		
	2011-12	2012-13	2013-14
Average Number of Years Experience	9.0	9.5	8.9
Average Number of Years Experience with the District	7.4	8.2	7.8

It seems Williams Elementary educators have years of experience necessary to effectively instruct students and implement school reform; however, low student scores indicate educators need support to meet student achievement goals. Educator deficiencies in content knowledge, instructional practice, and campus responsibilities are not detected by current educator evaluations. There is a need to revise the process. The TTIPS plan proposes to introduce Teacher Advancement Program (TAP) processes to support educators. Ongoing professional development will be provided during common planning sessions each week to support educators in planning data-based lessons and using best practices to differentiate instruction. Observation-based appraisals will be conducted using the CLI Classroom Observation Tool (COT) in Pre-K and the Skills, Knowledge, and Responsibilities (SKR) observation form in K-5 multiple times each year by campus leaders. The observation component will reform the existing evaluation process to determine if professional practices developed during planning sessions are implemented in the classroom. TTIPS action steps include: (1) Revise evaluation process and schedules to include administrator, peer, and self evaluations; (2) Train evaluators to fully implement classroom observations using COT (Pre-K) and SKR (K-5) forms and evaluation rubrics; and (3) Train Administrators, the Pre-K Mentor, and Instructional Specialists to conduct pre-conferences and post conferences to build on strengths and address weaknesses.

Career Goals: Grand Prairie ISD is a large urban district. The salary scale of the district is comparable to the scale of other districts in the DFW metroplex and higher than the state average. However, Williams Elementary teachers make slightly less than their counterparts in the district as shown on the chart below.

Experience	Williams Elementary	Grand Prairie ISD	State of Texas
Average salary- Beginning Teachers	\$47,332	\$49,405	\$43,380
Average salary- Teachers 1-5 Years	\$49,495	\$49,470	\$45,379
Average salary- Teachers 6-10 Years	\$50,671	\$51,113	\$47,855
Average salary- Teachers 11-20 Years	\$53,095	\$53,870	\$51,493
Average salary- Teachers 11-20 Years	\$63,130	\$61,090	\$59,032

Data indicates Williams Elementary serves 80.9% economically disadvantaged compared to the district average of 71.8% and the state average of 60.2%. Because of the diversity of our children and the number of teaching positions available in our district and the DFW metroplex, it is difficult to employ and retain highly effective educators. There is a need to create an incentive plan to retain and recruit teachers. TTIPS action steps include: (1) Implement *Educator Excellence* awards for student achievement and growth; (2) Implement *Educator Excellence* awards for teacher growth in professional practices; and (3) provide opportunities to move forward in their career at the campus level.

Data-based Plan: Educational research indicates the key to improving student performance is the teacher. The iLearn project will focus on developing the content knowledge and instructional practices of Williams Elementary teachers. Building the abilities of each teacher will build the capabilities of the "pack" to improve teaching and learning.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)														
County-district number or vendor ID: 057910-131										Amendment # (for amendments only):				
Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.														
PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
	120	115	110	119	123	142								732
Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.														
PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
8	8	8	8	8	8	8								56

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Schedule #13—Needs Assessment

County-district number or vendor ID: 057910-131

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data Analysis and Needs Assessment: Under the direction of the Asst Superintendent for School Improvement, the Hobbs Williams Elementary Campus Improvement Committee (CIC) was assembled to guide school improvement. *Members involved in the committee* include parents and community members as well as campus teachers and administrators. To ensure the team is reflective of the students served in the TTIPS project, committee membership was reviewed and additional team members were recruited representing targeted economically disadvantaged and ELL student populations. The new team, the Campus Leadership Team (CLT) was formed to plan, implement, and evaluate the TTIPS project. *Key Activities to Facilitate Decision Making:* To conduct a comprehensive needs assessment, the team worked with a TEA service provider to utilize the five steps of the Texas Accountability Intervention System (TAIS) framework to collect and analyze data. (1) The committee met to develop a prioritized set of problem statements representing the greatest area of need and the greatest area of impact for the campus. (2) Next, the vision and mission of the school were reviewed and the purpose of the needs assessment was established to keep reform focused on targeted outcomes. To conduct the data analysis, the team focused on four STAAR performance indexes: achievement, progress, closing performance gaps and post-secondary readiness. (3) The committee identified topics for each performance index and collected data from multiple sources including formative and summative, quantitative and qualitative, short term and long term, and objective and subjective information. (4) After data was organized and collected, the team utilized TAIS questions to determine trends and patterns in data over time and their impact. (5) Finally, the root causes that contributed to each problem were identified using multiple sources of data. **Selection of the Model:** Once student and campus needs were identified, the team reviewed the components of each intervention model to match student and campus needs with model interventions. Based on the findings that Williams Elementary students score below expectations on 3rd grade STAAR and achievement gaps widen as they move through school, Campus Intervention Team selected the Early Learning Intervention Model. Entering 1st grade "School Ready" will ensure students are prepared to master Texas Essential Knowledge and Skills to meet standards on STAAR by 3rd grade and meet advanced standards by 5th grade. The TTIPS plan will include the components of the early learning model for grades PK-K. Because increase in student performance in grades 3 through 5 is essential, the transformation model will be implemented in grades 1-5. **Selection of Goals, and Interventions:** The CLT used TAIS guidance to develop TTIPS goals. The team reviewed campus goals outlined in the Campus Improvement Plan for Reading and Math and TEA accountability targets for the upcoming year. Then, the team studied handouts published by the Texas Education Agency explaining required and permissible reform strategies for each model. The committee developed a TTIPS Targeted Improvement Plan that outlines research based intervention activities for each goal that are aligned to the selected model. The team was careful to address all TEA requirements for the Early Learning Intervention model in the TTIPS plan. **Implementation of Plan:** A five year TTIPS Plan was developed to outline annual and summative goals for each Critical Success Factor. The plan includes an objective, interventions, performance targets, performance measures, and data collection tools to monitor progress each nine weeks and to evaluate effectiveness of specified interventions annually. The first year of implementation will focus on grade levels PK and K, the second year on implementing interventions in grades 1 and 2, and the third year on implementing interventions in grades 3-5. The final year of the project will focus on establishing systems to document and sustain TTIPS interventions shown by data to have a positive impact on student and participant growth. *Frequency & Timeline of Planning Meetings:* The CLT will meet each nine weeks to review project and student level data, determine if quarterly goals have been achieved, and submit the quarterly TTIPS report. In this way, the site based team will continuously monitor the effectiveness of TTIPS implementation and the impact of interventions on student achievement and growth, and on educator professional practice. In addition, the committee will examine budget expenditures at each quarterly meeting to monitor use of grant funds. After STAAR scores are received in the spring, the CLT will use feedback and data to conduct an annual evaluation of the project. The team will revise TTIPS timelines and targets based on the annual comprehensive needs assessment and CLT recommendations to create a TTIPS Campus Improvement Plan for the upcoming year.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 057910-131

Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- ☐ Transformation
 ☐ with Rural LEA Flexibility modification
- ☐ Texas State-Design Model
- ☒ Early Learning Intervention Model
- ☐ Turnaround
 ☐ with Rural LEA Flexibility modification
- ☐ Whole-School Reform
- ☐ Restart
- ☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

UNIQUE NEEDS: The CLT used the comprehensive needs assessment to determine the unique needs of Williams Elementary and recommend priorities for reform based on the Early Learning Intervention model required components.

NEED	MODEL
(1) Achievement- Improve student achievement in reading and math for economically disadvantaged students, targeting ELL students in reading.	Deliver Instructional Reform Strategies: Implement early education initiative to improve professional practice, lower the student/teacher ratio, and monitor educator and student progress. Restructure school staffing, calendars/time, and budgeting to provide weekly common planning meetings lead by PreK Mentor and Instructional Specialists to support improved professional practices. Develop a compensation plan to award educators who have made a positive impact on student achievement.
(B) Culture- Create a high expectation, high achievement culture that values cultural and language differences.	Increase Learning Time & Community Oriented Schools: iLearn Academy classes will be held each week to use state-of-the-art technologies to develop student talents and confidence. Participation in iLearn competitions will be expected and accomplishments will be celebrated. The district will provide operational flexibility for the principal to restructure schedules and implement the iLearn project.
(C) Recruit and Retain High Quality Staff – train staff in using data to plan and implement lessons to improve student growth.	Increase the Use of Quality Data to Drive Instruction: Provide ongoing training during PLC in using data to provide differentiated instruction and improve teaching and learning for targeted ECD students. Interventionists hired to work with students to reduce the student/teacher ratio during class and tutorials. Increase Leadership Effectiveness: Revise the educator evaluation process to include multiple observations including peer and self-evaluations. Revise the summative evaluation to reflect growth in professional practice and student performance.
(D) Family Involvement- Increase family participation to support students in achieving academic and personal goals.	Improve Family Involvement: Interventionists will coordinate parent events to communicate expectations for academic and personal growth of each student, campus homework expectations such as setting a daily time for reading and math homework, to demonstrate accessing class information and assignments on the school webpage, and to promote participation as instructors in the iLearn Academy.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 057910-131

Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Stakeholder Input and Needs Assessment: It is important that the comprehensive needs assessment is an accurate assessment of the current reality of the school to focus reform strategies on priorities that address the source of the problem to positively impact student achievement. Stakeholder input is an important component since they provide an objective analysis of the school's record of serving students, and have a personal interest in planning priorities that reform effective teaching and learning. The Williams Elementary Campus Leadership Team (CLT) is comprised of students, parents, teachers, administrators and community members who have a keen knowledge of the vision and mission of the school and are dedicated to developing a plan that strategically meets the needs of our students. The CLT includes members from under-represented subpopulations within the school community to ensure all perspectives are brought under consideration and addressed. In the spring of 2015, the committee members worked with the Assistant Superintendent for School Improvement, Campus Principal, and PSP to conduct the comprehensive needs assessment. When assessment scores and reports were reviewed, it was determined there is a need to develop a school improvement plan for economically disadvantaged subpopulations to close achievement gaps and improve student performance. Within this subpopulation, the passing rates of English language learners must be targeted. **Student Perceptions:** To gain insight to the cause of student achievement problems, surveys were distributed to stakeholders. Interviews were conducted with students regarding their perception of assignments and homework, school clubs, and campus safety. The results indicate the vast majority of students like to come to school, the teachers are energetic and supportive, and the campus is a safe place. **Parent Perceptions:** Questions were posed to parents regarding their perception of campus expectations concerning completing assignments and homework, the level of campus safety and security, home access to instructional programs and resources, and school-home communication. The survey results expressed a moderate level of satisfaction with the services and communication from the school citing the Parent/Teacher conference, and Parent Teacher Organization (PTO) meetings as the activities most attended. **Educator Perceptions:** Each year, Grand Prairie ISD conducts a survey to gain insight into the perception of campus educators, the Campus Improvement Committee, and the District Improvement Committee regarding their perception of the school culture and climate, the effectiveness of school curriculum and instruction including accelerated learning interventions, and behavior and attendance initiatives. The results indicated a positive school climate. Campus educators indicated a need for: common planning time to plan and share ideas with peers, training in the use of data to differentiate instruction using new reporting systems, additional certified bilingual educators to conduct tutorials in English Language Arts and Reading, and improved technology systems and training for teachers and students. **Selecting Model:** Based on the problems identified and stakeholder input into the reasons the problem occurred, the committee identified priorities for reform. The committee then reviewed school improvement models and found the Early Learning Intervention model directly addresses the reform priorities identified by the CLT. When the model was recommended, the team of stakeholders considered the systems and resources available to the campus and developed a plan that outlines staff, assessments, curriculum programs, materials, professional development, and evaluation components necessary to successfully implement the TTIPS plan. Relying on the knowledge and insight of our school community has enabled us to develop an intervention plan that builds the quality of early learning programs to improve school readiness and builds on the power of technology to improve engagement in individualized lesson. Both are designed to close achievement gaps and improve student performance. **Implementation of Model:** Using TAIS guidance, the principal will lead the Campus Leadership Team to implement the TTIPS plan. The team will meet each quarter to: (a) Use performance targets as checkpoints to track student progress and identify problems; (b) Review multiple sources of data to determine root causes; (c) Review and revise TTIPS implementation when appropriate to meet annual goals; and (d) Recommend available resources to support implementation. **Stakeholder Impact:** The Williams Elementary TTIPS program will provide families and community members with the opportunities to engage in school improvement planning, design, and implementation. Through membership on the committee, members will learn important strategies for designing a systematic approach to school reform. Through the TTIPS project planning process, stakeholders have become informed and empowered leaders for change in their school, neighborhood, and community.

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Schedule #14—Management Plan

County-district number or vendor ID: 057910-131

Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Responsibilities include leading the improvement team and ensuring district support for the academic achievement of Williams Elementary, leading the CIC in planning, implementing, and evaluating the TTIPS project.	The Asst Supt for School Improvement will serve as DCSI. A full-time certified TX administrator with excellent communication skills, and experience in leading successful school improvement projects & knowledge of state/federal school requirements & processes.
2.	Campus Principal	The campus principal was hired in 2013 when the school improvement process was initiated. This certified Texas educator will serve as the campus leader to oversee operations, curriculum, and leadership of the project.	Full time certified Texas educator with excellent team building and communication skills, successful experience in leading elementary campus in leading school improvement from Improvement Required to Acceptable.
3.	Project Coordinator	The Coordinator will work with the PSP and principal to implement the TTIPS grant program and evaluation activities including reporting. The director will support the use of electronic applications for data collection and reporting.	Full time certified Texas educator with excellent team building skills, experience in grant management, and knowledge of state and federal school improvement requirements and processes as well as state law & school policy.
4.	District Improvement Committee (DIC)	District level team responsible for development, implementation, and monitoring of the intervention plan, monitoring of student performance, and determination of student interventions & support services.	The Asst Supt for School Improvement will lead the DIC composed of key district personnel and stakeholders. Membership is determined by the district, based on TAIS guidelines and includes educators, parents, and community members.
5.	Professional Service Provider (PSP)	The PSP will work with the CLT to successfully implement intervention requirements and to submit reports of student progress to the Texas Education Agency (TEA) and the Texas Center for and School Support (TCDSS).	The PSP will be an approved member of the PSP Network selected based on documented success in working with districts to implement intervention requirements and to submit reports of student progress to the TEA and the TCDSS.
6.	Campus Improvement Committee	The CIC will successfully work with the District Intervention Team and Williams Elementary to meet state and federal academic achievement standards and will use their experience and expertise to monitor TTIP school improvement.	The CIC is composed of the Asst Supt for School Improvement (DCSI) and the Professional Service Provider (PSP)
7.	Campus Leadership Team (CLT)	The CLT, chaired by the principal, will be responsible for implementing TTIPS planning processes and site-based decision-making in accordance with Board policy and TEA requirements.	Team composed of district level DCSI; GPISD Curriculum, College Readiness, & Technology Directors; Principal, TTIPS staff including data clerk, parents, students, Covey, Flippen, JROTC reps; and PTO representative.
8.	CLI Texas School Ready PreK Mentor	Coordinate implementation of Texas School Ready program in PreK. Present training (CLI Engage, CIRCLE, Assessment, Classroom Mgmt, and conduct classroom observations.	Certified TX educator selected based on experience with leading the CLI Engage and TX School Ready early childhood program including conducting PLC & peer observations.
9.	Instructional Specialist (Kindergarten)	Coordinate implementation of TTIPS School Readiness activities in Kindergarten. Present training in assessment, best practices for ELL and ECD learners, and using data to design centers. Conduct classroom observations.	Certified TX educator selected based on experience with the TX School Ready program in preK, teaching and assessing Kindergarten students, using data to plan instruction and develop centers, and training peers.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057910-131

Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
10.	Instructional Specialists grade 1, 2-3, & 4-5)	Mentor grade level teachers, conduct staff training in data disaggregation and best practices during PLC Mtgs, co-teach best practices, and conduct peer evaluations.	Certified educator with at least 3 years teaching experience in the content area assigned, success in working with peers and at-risk students to improve performance.
11.	Career Teachers	Classroom teachers responsible for assessment, planning and implementing instruction, utilizing research based resources to improve performance, encouraging parent participation, & evaluating performance	Certified TX educator with at least 2 years of teaching experience in Grand Prairie ISD. Selected based on positive, energetic attitude, knowledge of subject area, and ability to work with students and on teams.
12.	Novice Teachers	Classroom teachers responsible for assessment, planning and implementing instruction, utilizing research based resources to improve performance, encouraging parent participation, & evaluating performance	Certified TX educator with one or two years of teaching experience in Grand Prairie ISD. Selected based on positive, energetic attitude, knowledge of subject area, and ability to work with students and on teams.
13.	Interventionists (PreK, K-1, 2-3, 4-5, tech integration)	Plan with teams during Professional Learning Community. Provides differentiated instruction for targeted students during class (inclusion) and teaches tutorials to reduce student/teacher ratio. Coordinates iLearn Academy.	Certified TX educator with at least 3 years of teaching experience in subject area. Selected based on success with improving student achievement for at-risk student populations and ability to work with teachers and on teams.
14.	Technician	Contracted to provide technical assistance in the purchase, installation, and troubleshooting of TTIPS technology devices. Duties include managing technology lending program.	GPISD technician with experience in district infrastructure, technology policies and procedures, and purchasing system.
15.	Social Worker	Conduct parent training sessions to use school and community resources to meet basic needs and improve attendance. Counsel families in using Keystone strategies to solve problems and set goals for success.	Certified counselor or social worker with experience in working with high need families. Selected based on positive, energetic attitude, knowledge of Keystone strategies, and ability to work with students, families, and educators.
16.	ESC Consultant – Data Use	Contracted to provide training in use of data to inform instruction using multiple sources of data and multiple data analysis programs to track and evaluate student performance.	ESC, Region 10 consultant with experience in training teachers to use multiple data sources to differentiate instruction, and using technology-based systems to report progress.
17.	External Consultant - Reading	Contracted to present ongoing training and support for the implementation of technology based Reading program to accelerate learning including technology use in school and home.	Consultant selected based on reviews from districts. Credentials will be analyzed by CLT and consultant will be contracted annually based on evaluation.
18.	External Consultant - Math	Contracted to present ongoing training and support for the implementation of technology based Math program to accelerate learning including technology use in school and home.	Consultant selected based on reviews from districts. Credentials will be analyzed by CLT and consultant will be contracted annually based on evaluation.
19.	Flippen Consultants – Keystone Character PD	Keystone character education trainers contracted to conduct training in strategies for students to express themselves, take responsibility and handle problems.	Consultant selected based on expertise in supporting educators and students in building decision making skills that increase positive behavior and decrease incident reports.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057910-131

Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Hobbs Williams Elementary School is located in the heart of Grand Prairie Independent School District. The school opened in 2008 and was named after Hobbs Williams, a longtime educator and administrator with the Grand Prairie Independent School District. Our school has a diverse student population from a low income area in Dallas County. Approximately one-third of our students speak English as a second language and over eighty percent of our learners qualify for free or reduced lunch. **Commitment to Success:** The mission of Hobbs Williams Elementary School is to create and preserve a learning community that guarantees all students reach their goals and a high level of academic achievement as measured by state and national tests. The faculty and staff of Williams possess a wide variety of experiences and are dedicated to educating each child who walks through the doors. Through the TTIPS program we will implement multiple observation-based evaluations of professional practice and create an incentive award program to compensate educators who improve practices and increase student achievement and growth. These components of the Teacher Advancement Program (TAP) have proven successful in seven GPISD campuses by creating a positive culture that values each educator's individual talents and capabilities and provides opportunities to advance in their career. In addition to educator awards, through TTIPS, teachers will be empowered to pursue a variety of positions at the campus depending upon their interests, abilities, and accomplishments. The career levels each teacher has the opportunity to progress through at Williams Elementary include: (a) Novice Teacher-probationary educator with 1 to 2 years teaching experience in the district; (b) Career Teacher - educator with more than 2 years teaching experience in the district; (c) Instructional Specialist—educator with at least 3 years in subject area who serves as an Instructional Specialist for improving professional practice during common planning meetings; (d) PreK Mentor and Instructional Specialists – educators with successful experience in leading peers to improve professional practices resulting in improved student performance; (e) TTIPS Coordinator—educator with experience leading school reform strategies and managing grant programs; and (f) Administrator—educator serving in campus leadership position. Williams Elementary educators are committed to improving the lives of each child. As educators develop talents and abilities to move up the career ranks, the educator's roles and responsibilities will increase and compensation will also increase. The career framework that provides teachers with financial and career incentives will build self-confidence, professional practice, and leadership abilities to improve teaching and learning. Success in improving educator practices and student performance will keep our educators committed to the project. **Succession Management:** Williams Elementary will integrate succession management in all campus operations and among all levels of educators to ensure high quality programming when there are changes in key personnel: *Teachers* - Educators attend training during in-service, summer institutes and conferences to implement curriculum programs in each content area. All teachers will meet weekly in common planning meetings. The PreK Mentor and Instructional Specialists will lead these professional learning community (PLC) meetings. During meetings, the specialists will work with educators to use data to develop lessons and demonstrate best practices. The specialists will conduct at least one observation each semester with Novice and Career Teachers to support educators in using technology tools to deliver individualized lessons. Interventionists will be hired to attend PLCs and work with teachers to provide differentiated lessons during classroom instruction and tutorials. Through this process of job-embedded training, observation, and co-teaching each teacher will have the support needed to develop skills and meet student performance goals that have been set for each grade level and subject area. The PLC model is designed to enable each teacher to develop instructional skills and leadership capabilities to move forward on the career track without leaving the campus. *Leadership* - In the TAP model, campus administrators, the PreK Mentor, and Instructional Specialists form a leadership team to deliver ongoing support through common planning time and observation-based evaluations. Instructional Specialists will attend professional development to conduct training including use of multiple data sources to individualize instruction for targeted students, to lead Keystone student leadership activities, and to conduct peer evaluations. The campus Principal will supervise the PreK Mentor and Instructional Specialists in leading school improvement and the Assistant Principal and Project Coordinator will guide the educators in meeting performance targets and goals. This distributive leadership process enables the Principal to identify and develop future leaders and ensures quality programming when there are changes in personnel in leadership positions. *All Stakeholders:* Williams Elementary is a campus where each staff member feels supported and empowered to gain the results they value over time. We have a culture of high trust, high expectation, and high urgency when it comes to the education of our students. It is this culture that motivates teachers to deliver continuous high level programming to keep each team member committed to meeting our mission for students.

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Schedule #14—Management Plan (cont.)

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Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grand Prairie ISD is an innovative learning community vigorously pursuing student success. Hobbs Williams Elementary and Grand Prairie ISD are committed to sustaining effective reform strategies established through the TTIPS program after the project ends. Longitudinal research commissioned by the Texas Education Agency indicates several components are essential to sustaining an effective school improvement program. The proposed project will develop and sustain the program using these proven components:

➤ Establishment of data systems to guide decisions: Leadership teams (the principal, PreK Mentor and Instructional Specialists, Interventionists, and instructional consultants) will attend ESC Region 10 training to use a data analysis protocol that analyzes cumulative state level data at the knowledge and skills level. Unit test data and state assessment results from Edugence (the state student data solution) will be used to identify student risk factors, prescribe intervention and prevention services, and monitor student progress in each component of the project. Changes in number and occurrence of participant risk factors will be analyzed using system reports.

➤ Academic Supports: The school schedule will be revised to hold iLearn Academies each week. Technology-based programs will include: Reading and Math tutorials using computer based programs that automate practice of targeted skills; a digitized piano lab to compose and produce music, a green room to produce school announcements and news using electronic equipment, a technology lab with software and hardware capable of creating web based media.

Students will enroll in iLearn classes based on interests and talents. Nine week tests and STAAR scores will be analyzed with students to ensure they enroll in classes that will have a positive impact on achievement. STAAR goals will be analyzed annually to ensure the iLearn strategy is effective and to determine if the program will be sustained.

➤ Social Supports: A social worker will be hired to work with families at Williams Elementary. The counselor will monitor student risk factors including attendance and incident reports to coordinate school and community services for families. The counselor will coordinate the Keystone (Flippen Group) character education and leadership development program to empower students to make rational decisions and exhibit positive behavior. When problems arise, the counselor will work with families to use the strategies to move forward in a productive manner. The duties of the Social Worker will be revised based on the analysis of discipline and attendance data to ensure the positive attributes of participation in the club become an integral component of Williams Elementary procedures for serving at-risk student populations.

➤ Highly qualified and certified staff committed to working with at-risk students: Two components of the Teacher Advancement Program (TAP) model for improving teacher professional practice will be utilized to develop a highly qualified and certified staff. The PreK Mentor and Instructional Specialists will conduct observation-based evaluations to support educator strengths and diminish weaknesses. Educators will be rewarded based on improved professional practices on Skills, Knowledge, and Responsibility (SKR) evaluations and increased student growth on STAAR. The district and campus will sustain the peer observations after the project ends based on improved performance data.

➤ Ongoing, high-quality staff development: The professional development model established for the Early Learning Intervention model provides training institutes in the summer and ongoing training, modeling, and evaluation through weekly Professional Learning Community (PLC) meetings. During meetings the PreK Mentor and Instructional Specialist will present training, support teachers in administering assessments, demonstrate use of data to plan instruction, model best practices, and review annual progress. The Parent Training Center will be established to host trainings and provide weekly demonstrations of homework assistance. All instructional specialists will hold parent training in the center. The professional development model will be continued based on data analysis of student promotion rates to the next grade.

➤ Incorporation of the model into the ongoing work of project partners: Williams Elementary educators, ESC Region 10 consultants (Data Analysis), Texas Education Agency (TAP Guidance), Flippen Group trainers (Keystone), and the Children's Learning Institute (Texas School Ready) PreK Mentor will work together to develop educational reform models to improve student performance. The team will monitor and evaluate implementation of program components to incorporate the successes of the early learning model into current projects including: (a) ESC Region Leading Learning 3D: Instruction to Action –professional development for secondary schools using data to inform practice; (b) Texas Education Agency – *Educator Excellence Innovation Program* is a project sponsored by TEA to implement TAP strategies and improve educator effectiveness in Texas public schools; and (c) Flippen Group Keystone—assists students to develop leadership qualities that develop their own self-worth to approach life ready to achieve. Collaborative partners will continue to seek grant program funding to support and sustain the project in future years.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 057910-131

Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Texas Education Agency has identified Critical Success Factors that have been shown by research to be most impactful to achieve continuous school improvement. These Critical Success Factors form the framework of the TTIPS program. Performance measures are used to monitor the impact of each Critical Success Factor on student and educator performance. Developing performance measures is a process. The Campus Leadership Team (CLT) examined each Critical Success Factor. Then:

- Annual goals were developed for each Critical Success Factor for the 5 year period.
 - Performance measures were created for each goal to provide an expected outcome of student and educator performance. For example: Improve STAAR scores of economically disadvantaged learners to meet state standards of 65% passing.
 - Performance targets and assessment tools were identified for each quarter were developed to enable our educators to monitor progress toward meeting annual goals. For example, a 9 week target: All economically disadvantaged students get 80% of answers correct on 9 week unit test.
 - Interventions activities were selected to meet performance targets. The team identified proven interventions to address identified needs and move students from the current student achievement to the required state and federal achievement standards. Approaches considered and selected are based on research, district philosophies, and staff development evaluations and meet TTIPS and Texas Early Learning Model requirements.
- The Campus Leadership Team will use performance measures to challenge educators to meet student performance and educator excellence goals. Monitoring of performance measure will give us the information necessary to make intelligent decisions to adjust implementation when annual goals are not being met.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data will be collected in for each intervention to determine whether the intervention was implemented appropriately as well as to determine the impact of the intervention on student achievement and educator performance. Linking data collection to each Critical Success Factor will enable the Campus Leadership Team to study the impact of interventions separately from the effects of other factors that impact student achievement. The Project Coordinator will be responsible for coordinating training for staff in data collection and will ensure data is collected quarterly.

Program Level Data: The Principal, Project Coordinator, PreK Mentor, and Instructional Specialists who are responsible for the implementation of project interventions will collect program level data using Edugence and Skyward. The electronic systems provides real-time data to educators and administrators on activity level participation including: types and number of professional development trainings, individual teacher attendance in professional development, type and number of Reading and Math interventions implemented, individual student attendance in each intervention, types and numbers of technology checked-out, individual student use of each technology; family training conducted by type and number; and individual family member participation in training. In addition, teacher practice will be monitored using multiple observation-based evaluations. During observations, information concerning teacher use of targeted best practices, development of content knowledge, and completion of responsibilities will be collected on Skills, Knowledge, and Responsibility (SKR) Observation Forms. The observations form allows evaluators to assign a number value for each targeted performance level. Also, the type and numbers of educator incentives awarded and the individual educators receiving award by type and amount will be reported.

Student Level Academic Data: Project participants including teachers and campus leadership will utilize the technology based program, Edugence, to collect and report student level data for each intervention. The electronic system provides real-time data to educators and administrators on attendance, discipline, class grades, and retention rates. In addition the electronic program will provide scores for unit tests, STAAR benchmarks, and the STAAR assessment. The electronic system enables data to be collected for each individual student and reported by grade, class, subpopulation, and student and will provide information concerning student achievement and growth.

Reporting Data: The principal will be responsible for reviewing and approving data and ensuring reports are submitted on time and accurately to the Campus Improvement Team and the Campus Leadership Team and that required reports are submitted on-time and as requested to the Texas Education Agency.

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 057910-131

Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

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The Campus Improvement Committee designed the TTIPS evaluation plan to include TTIPS goals for each Critical Success Factor, intervention activities, performance measures, evaluation methods, indicators of success, and reporting methods. To assess the effectiveness of each intervention, the evaluation plan consists of both formative components conducted and summative components. Formative components of the evaluation are conducted during the course of the school year to determine effectiveness of implementation. Summative components of the evaluation are conducted annually to examine the impact of the intervention on student achievement. An example of one Critical Success Factor (improve student achievement) with both formative and summative evaluation methods is shown below.

Critical Success Factor	Intervention Activities	Performance Measures	Evaluation Methods	Indicators of Success				Reporting Methods
				Yr1	Yr2	Yr3	Yr4	
Improve Student Achievement	Data use training conducted during in-service	% students who meet passing criteria on 9 week unit test (% correct each quartile by class and grade level)	Educator attendance	70%	75%	80%	85%	Edugence Report Graph of student, class and grade level performance on unit tests
	9 week plan developed based on data		TTIPS Plan documents					
	Weekly PLC Mtgs-plan data based instruction		9 wk Unit Test					
	Tutorials scheduled to extend learning time	% students meet standard STAAR Reading (scale score each quartile by <i>all students</i> and <i>targeted student groups</i>)	Begin-of-Yr CPALLS & TPRI, previous year STAAR	70%	75%	80%	85%	Edugence Report Graph of student, class and grade level performance on STAAR assessment
	Semi-annual benchmark administered		Middle-of-Yr CPALLS & TPRI, Benchmark STAAR					
	Summer school scheduled based on benchmark data		End-of-Year CPALLS & TPRI, STAAR					

Identification/Correction of Problems: An important part of an effective improvement plan is the allowance for flexibility and adjustments to the plan as data reveals the need to make corrections. The Williams Middle School TTIPS Plan outlines annual school improvement goals and indicators of success based on the comprehensive needs assessment. The PSP will lead the district and campus level school improvement teams through the process of setting rigorous, attainable and aligned performance targets that will indicate significant progress in turning around the school. Our campus will submit Annual Performance Goals and progress targets for each of the implementation years of the grant. These Annual Performance Goals and performance targets shall be incorporated within the campuses' TAIS-based annual Targeted Improvement Plan. Formative Data: In August of each year, the PSP and Project Coordinator will lead the campus faculty in reviewing data and developing plans to meet the first 9 week performance targets. Each nine weeks, the leaders will meet with educators to review program level data, celebrate successes, and develop plans to meet performance targets for the next 9 weeks. The CLT will also hold a quarterly meeting to report progress to TEA and use the data to timely corrections and adjustments to the TTIPS implementation plan. Summative Data: The Campus Improvement Committee and Campus Leadership Team will meet with the District Intervention Team (DIT) to review project level data to determine if the project was implemented as planned. The teams will also analyze student level data to determine if academic achievement and growth targets have been achieved. Educator evaluation data will be reviewed to determine if professional practices targets have been achieved. The information will be used to create the Targeted Improvement Plan for the upcoming year. The data analysis will enable educators to use the most effective intervention activities and implementation plans to increase the number of performance targets and goals achieved. Annual reports will be submitted to TEA and TCDSS in the format and on the timeline requested.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057910-131

Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Campus Leadership Team (CLT) has recommended Williams Elementary contract with external service providers to support the campus in implementation of the TTIPS transformation plan.

Identify a reasonably sized pool of prospective external providers: Grand Prairie ISD has access to a large pool of external providers from the Dallas Ft. Worth metropolitan region including Children's Learning Institute (UT Houston Health Science Center), Education Service Center Region 10 and Texas Center for District and School Support (TCDSS) consultants. Grand Prairie ISD utilizes TCDSS guidance and follows the procedures outlined in TAIS guidance for selecting and screening external providers:

- ✓ Identify reasons for hiring an external provider based on the Comprehensive Needs Assessment and Targeted Improvement Plan;
- ✓ Engage stakeholders in determining the need to hire external providers and ensure the entire process is transparent and fair;
- ✓ Articulate specific goals of the relationship with the external provider, including stating measurable expectations and the criteria to be used to select and evaluate external partners;
- ✓ Create conditions to attract multiple high quality external partners including providing flexible timelines for consultation and appropriate space and technology tools for conducting training; and
- ✓ Budget adequate funding to support relationships with the external partner during the duration of the contract.

Assess level of experience in delivering the work: Our campus team will utilize Grand Prairie ISD Human Resources policies for securing contracted services including conducting an interview with the external provider's leadership team to determine experience and qualifications to meet specific TTIPS goals

Determine a history of prior success in similar projects: To determine a history of prior success in positively impacting student achievement in low achieving schools, the hiring process will include checking references of the external provider. *Professional Service Provider (PSP)* – The PSP who currently works with Williams Elementary School is an approved member of the PSP Network. The educator was selected to work with our campus based on successful experience in working with the campus to implement a TTIPS transformation model from 2013 to 2015. The PSP has provided excellent technical assistance in working with the Region X Education Service Center and the Texas Center for District and School Support (TCDSS) to access research based programs and practices, professional development tools, and resources for school improvement. The ability of the PSP to provide the following support and technical assistance to Williams Elementary will be evaluated annually: Training on the Early Learning Intervention model; on-site technical assistance and support in the implementation of the intervention model; assistance with communication and reporting to TEA and TCDSS; and on-going technical assistance including meetings, phone calls, online conferences, training, and mentoring. *Curriculum Consultants* – The district will contract with the UT Health Science Center Children's Learning Center to provide training in CLI Engage and the Texas School Ready program. In addition, external consultants will be selected based on a history of prior success in the implementation of transformation projects in our district and/or similar districts in the state.

Conduct a risk-assessment related to contracting: The Assistant Superintendent for School Improvement will work closely with the Campus Leadership Team and PSP to find the most qualified external providers with a proven record of success in working with schools in improvement.

Execute final selection and procurement: The GPISD Business Operations Handbook procedures will be used to negotiate and execute a contract that outlines roles and responsibilities of the external partner and district, and to specify conditions for termination or modification of contracted services. Payment will be made to external consultants based on policies stated in the GPISD Business Operations Handbook.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057910-131

Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A contract with each external provider's services will be established during the hiring process following the policies outlined in the Grand Prairie ISD Business Operations Handbook. The contract will specify the role and expectations of the external provider and the district. To foster an environment of continuous improvement, the contract will also specify the formative and summative outcomes measures that will be used to determine success and a timetable for measuring outcomes.

Proposed schedule to regularly review external provider performance: Evaluation of each external consultant will be embedded in the larger TTIPS evaluation plan. The consultant's work will be evaluated on an ongoing basis and as part of the summative TTIPS evaluation that is conducted each year. *Ongoing Review:* The TTIPS Project Coordinator will implement strategies for ongoing feedback including reviewing Professional Development Evaluations completed by teachers after training sessions and debriefing after on-site consultation with teams. Providers will also attend quarterly TTIPS data meetings to review progress of the school toward improvement goals. *Annual Review:* During the summative evaluation at the end of each school year, the effectiveness of the consultant in positively impacting teaching and learners as well as the effectiveness of the school in implementing the provider's approach will be part of the annual evaluation. Because improvement is a long-term process, the annual review will be a benchmark for measuring progress in improving student performance during the TTIPS four year implementation. In this way, the external consultants will be held accountable to the same goals and outcomes as all TTIPS educators and leaders.

Campus/district personnel responsible for oversight and management of providers: Ongoing evaluation and communication regarding are vital to ensuring that school improvement outcomes are kept on track. The Principal and Project Coordinator will evaluate the provider's services on an *ongoing* basis. The Campus Leadership Team, under the leadership of the Assistant Superintendent for School Improvement will conduct annual evaluation as part of the summative TTIPS evaluation.

Process/instruments used to measure and monitor success of providers: Data-driven decision making is the basis of the evaluation of the proposed TTIPS project. Data used for the evaluation of external consultants will be specified from TTIPS evaluation components that measure improvement of teaching and learning. The same data, performance measures, performance targets, and annual goals will be used for students, teachers, leaders, and external providers.

Corrective actions or additional supports utilized to improve provider performance: Ongoing feedback will prevent the provider from potentially being surprised by a final evaluation that indicates unsatisfactory services.

Criteria/sequence of actions to be taken to remove/replace a low performing provider: Improved student achievement and school success are goals of the TTIPS program. Low performing service providers will be replaced. Consequences for not achieving specific outcomes will be specified in the contract.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057910-131		Amendment # (for amendments only):
Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
1.	Hobbs Williams Elementary School will contract with a PSP to lead them to develop a core values statement, Implementation Readiness Portfolio, and Targeted Improvement Plan based on the needs assessment.	
2.	The CLT will revise the educator evaluation system to include evaluation of professional practice (educator performance in skills, knowledge and responsibilities) and on student growth data.	
3.	The CLT will revise the educator evaluation system student performance targets to meet predicted state accountability standards. Staff will receive incentive awards based on class, and campus performance.	
4.	The CLT will set teacher and leader performance targets based on Skills, Knowledge, and Responsibilities performance ratings. Support will be identified. Consequences for failure to improve over time will be created.	
5.	The CLT will use data to identify interventions for Reading and Math that are aligned to the campus curriculum program and state standards and are proven by research to improve achievement for targeted learners.	
6.	The CLT will identify external providers to conduct training and schedule ongoing, high-quality, job-embedded professional development regarding accelerated and differentiated instruction in Reading to improve teaching and learning for in early childhood and elementary classrooms.	
7.	The CLT will identify external providers to conduct training and schedule ongoing, high-quality, job-embedded prof development regarding differentiated instruction to improve teaching & learning for early childhood and elementary school learners in Math.	
8.	All PreK educators will attend training in using CLI TX School Ready strategies to support academic, social, and cognitive abilities. A PreK Mentor and Interventionists will be hired to implement TX Early Learning model.	
9.	Teacher, PreK Mentor, Instructional Specialists, and Interventionists will attend training as a team to use data to plan curriculum and instruction, and to use technology to differentiate instruction and engage learners.	
10.	Revise incentives to provide extra duty pay for PreK Mentor, Instructional Specialists, and Interventionists to recruit & retain highly qualified educators who improve student achievement and growth.	
11.	The CLT will analyze student data to determine prof development that meets the academic needs of students and revise campus schedule to provide common planning time for grade level teams.	
12.	The campus will restructure schedules to provide a longer school day to include summer school and camps to provide more time for instruction in targeted academic subjects.	
13.	The CLT will identify technology based enrichment activities that contribute to a well-rounded education, and will recruit family and community members to teach iLearn classes that support student interests and talents.	
14.	Campus educators will attend faculty meetings to review CLT recommendations and to provide insight into staffing, data sources, calendar/schedule considerations, & instructional resources needed to implement plan.	
15.	TTIPS leaders will work with GPISD leaders to restructure campus operations. The principal will have operational flexibility to change staffing, budgets, schedules, etc to meet CLT recommendations.	
16.	The CLT will identify and make recommendations for ongoing family and community events based on student data and stakeholder surveys to improve parent involvement in their child's education and success.	
17.	TTIPS stakeholders will attend events to review CLT recommendations and to provide insight into calendar & schedule considerations (including child care) needed to implement family and community events calendar.	
18.	TTIPS leaders will restructure the campus Parent Center schedule to provide school day and after school training for parents to support student completion of daily Reading time and homework assignments.	
19.	A team from Williams Elementary will present the TTIPS Targeted Improvement Plan to the District and Campus Improvement Committee each spring.	
20.	A team from Williams Elementary will attend and participate in grant orientation meetings, technical assistance mtgs, the Advancing Improvements in Education Conference, and sharing of best practices.	

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057910-131

Amendment # (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Hobbs Williams Elementary serves a diverse student population. The majority of learners come from low income homes. A child may confront poverty in their home environment but the place a person comes from does not define the dignity or talent of the individual. Our campus will build on the strengths of our students and educators to improve student performance. Lessons learned from successful school improvement program in our district will guide and maximize effectiveness our our efforts.

1. Texas Title 1 Priority Schools (TTIPS) – Adams Middle School was awarded a TTIPS Cycle 2 grant during the 2011-12, 2012-13, and 2013-14 school years. The campus implemented an exemplary transformation program that received a national award for student growth under the model. The Grand Prairie ISD leadership team has presented project implementation strategies that had a positive impact on student growth. The implementation plan of our program is based on the successful Adams Middle School model.

2. Teacher Incentive Fund (TIF) – Grand Prairie ISD was awarded a TIF grant in 2010. Utilizing TIF grant funds, the district has developed a comprehensive, research-based and nationally proven school reform model that seeks to improve teacher instruction and student achievement. GPISD uses the model as an effective way to implement the Teacher Advancement Program (TAP) to attract, develop, motivate and retain talented people to the teaching profession. TIF schools operate based on four interrelated elements: multiple career paths, ongoing applied professional development, instructionally focused accountability and performance-based compensation. The proposed plan focuses on implementing the project in three additional elementary schools and two middle schools to offer career opportunities that improve student and teacher learning. We will use the structure of the evaluation system developed through TIF to develop a successful model for the TTIPS program.

3. Educator Excellence Innovation Program (EEIP) - In 2014, Grand Prairie Independent School District was awarded a 2 year Educator Excellence Innovation Program award. The grant program enables campuses in the district to implement a Teacher Advancement Program (TAP) evaluation system during the 2014-15 and 2015-16 school years. The EEIP program provides our district educators with experience in the development of a rigorous, transparent, and equitable evaluation system for teachers and principals. We will use lessons learned to build revise the campus evaluation system including:

- a. Conducting multiple observation-based assessments of professional performance in grades K-5 using the TAP Skills, Knowledge, and Responsibilities observation rubric. Our program will use this format in grades K-5 and the Classroom Observation Tool (COT) in Pre-K;
- b. Identifying and rewarding school leaders, teachers, and other staff who, in implementing this model, have increased student achievement. The Williams TTIPS plan will use the TAP compensation plan that rewards student performance (achievement and student growth), and professional performance.
- c. Providing staff ongoing, high-quality, job-embedded professional development that is conducted during weekly Cluster Group Meetings and designed with school staff to ensure they are equipped to facilitate effective teaching and learning. Our program will implement weekly Professional Learning Communities (PLCs); and
- d. Providing a framework for removal of educators who do not take advantage of learning opportunities and do not improve practice. The TTIPS plan utilizes GPISD Human Resources policies that have been revised based on the TAP model to remove educators from employment.

The Educator Excellence program provides state-of-the art reform strategies to improve educator and leadership effectiveness, a key component of the proposed TTIPS project.

Grand Prairie ISD has assigned the Assistant Superintendent for School Improvement to be the District Coordinator of School Improvement (DCSI). The district leader supervises TTIPS, TIF, EEIP grant programs for the district. Under her leadership, the district will support Hobbs Williams Elementary in maximizing funds, resources, and systems of the larger district in order to implement, fully and effectively, the required reform strategies of the Early Learning Intervention Model.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057910-131

Amendment # (for amendments only):

Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have begun at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

Anna Anderson

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

Anna Anderson was hired to be the principal of Williams Elementary at the beginning of the 2013-2014 school year when the school was placed in Required Improvement.

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County-district number or vendor ID: 057910-131

Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the option to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	N/A
Description of the modification:	N/A
How intent of the original element remains/will be met:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057910-131

Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	The Project Director will work with the DSCI and PSP to create a TTIPS Evaluation Summary. The evaluation table will include the program objective, performance targets, data collection dates and assessment tools, and annual goals for each grade level. The PreK Mentor, Instructional Specialists, and Interventionists will work with educators to analyze student growth on formative data each nine weeks during Professional Learning Community (PLC) meetings. Summative data (CPALLS, TPRI, and STAAR) will be collected and analyzed after all test administrations. The Campus Leadership Team will review data reports that graph student growth on scores by student, skill, and percent mastery for each content area and for each targeted student populations including economically disadvantaged and English language learners. The team will revise the district TAP Compensation Table to outline compensation based on the student growth measures for CPALLS, TPRI, and STAAR assessments. Student growth will be weighted as 30% of the evaluation and 30% of the incentive award.
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	The educator evaluation process will be restructured to consist of multiple observation-based assessments of teachers and leaders. The Campus Leadership Team composed of campus administrators, PreK Mentor will use the Classroom Observation Tool (COT), and Instructional Specialists will use the Skills, Knowledge, and Responsibilities (SKR) observation form to conduct informal peer evaluations. Campus administrators will use TX Teacher Evaluation and Support System (T-TESS) evaluation forms and procedures to administer formal evaluations. Teachers will be observed each quarter. At least half of the classroom observations will be unannounced. In addition, to the evaluations conducted by administrators and peers, the teacher will also complete a self evaluation before each observation. Each evaluation will use the SKR observation tool to gather evidence of professional practice and the PreK Mentor and Instructional Specialists will provide targeted evidenced-based feedback to teachers. Because evaluators will be in the classroom on multiple occasions, teacher perspectives will be recognized, ongoing communication and collaboration between evaluator and teacher will be established, and ongoing collections of professional practice will be collected. The result will be improved student achievement and increased teacher growth and development.
Describe how the evaluation system was developed with teacher and principal involvement:	GPISD formed a committee of educators, parents, and community members to develop the district Teacher Advancement Program (TAP) evaluation plan. When a campus is interested in adopting the TAP model, the Campus Improvement Committee meets to review the program. The committee overviews the program to the campus and the faculty and staff vote to determine if the program will be implemented at the school. After the faculty overwhelmingly approved the program, the Campus Leadership Team gained District Improvement Committee and Board approval. The Campus Improvement Committee developed the campus TAP Evaluation Plan that provides the policies, measurement instruments, compensation model, and criteria for teacher evaluation. The plan to be implemented in 2015-16 is based on the following criteria set by the teachers and principals: Three measures are used to determine the teacher's evaluation. Each teacher will earn a score based on his or her performance as compared to the standards: (1) COT and SKR cumulative scores from multiple observations; (2) classroom student growth gains; and (3) campus achievement gains.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057910-131

Amendment # (for amendments only):

Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	<p>Teachers earn performance-based compensation based on evaluation measures: COT or SKR scores, classroom value added achievement scores, and school-wide value added achievement scores. Williams Elementary has established a \$2500 per teacher annual performance award fund. Performance awards will be based on the following:</p> <ul style="list-style-type: none"> • 50% for the average teacher evaluation score on the TTIPS Evaluation Summary Report as indicated by cumulative Skills, Knowledge, and Responsibilities scores; • 30% for subject area student growth based on the percentage of targeted subgroups who met student growth standards on CPALLS, TPRI, or STAAR; • 20% for school-wide student achievement based on the percentage of students who met proficiency standards on CPALLS, TPRI, or STAAR. <p>In the event that the student growth portion is not applicable due to teaching assignment, the teacher's 30% weight for student growth gains will be shifted to student growth gains of the campus. This will be applicable for teachers of untested subjects areas and grade levels.</p>
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	<p>All Williams Elementary teachers are provided the opportunity and resources to improve their skills and raise student growth and achievement indicators. This is particularly relevant for teachers who are not meeting the criteria for effectiveness. Professional development does not end with the Professional Learning Community (PLC). TTIPS teachers will also receive individualized support in their classrooms. This support is based on the needs of the teacher and may vary from lesson planning to a PreK Mentor or Instructional Specialist modeling the strategy in a teacher's classroom. The value of this support is magnified by the fact that the teacher receives guidance from the <i>same</i> PreK Mentor or Instructional Specialist throughout the year, ensuring that these lead teachers, as the provider of professional development and peer evaluations, has had an active role in tracking the progress and meeting the needs of each specific teacher. Williams Elementary School leaders will use the GPISD protocol of developing an Individual Growth Plan for the teacher that specifies participation in intensive support and outlining practices that must be implemented to improve practice.</p>
Describe the criteria established for educator removal:	<p>When teachers do not respond to individualized support to improve practice, the Williams Elementary principal will use the GPISD protocol of developing an Individual Growth Plan for the teacher that specifies participation in intensive support and outlining practices that must be implemented to improve practice. If the teacher fails to meet the professional development and professional practice requirements, the GPISD Human Resources protocol is followed for removing an educator from employment.</p>

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Amendment # (for amendments only):

Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<p>Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:</p>	<p>N/A</p>
<p>Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:</p>	<p>N/A</p>
<p>Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:</p>	<p>N/A</p>

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:

N/A

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Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057910-131

Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<p>Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.</p> <p>Indicate if the campus will partner with community-based provider to deliver the preschool.</p>	<p>The Early Learning Intervention model will be implemented in the Crockett Early Childhood Center that feeds into Williams Elementary. Educators of Pre-K students in the full-day center are certified early childhood educators. The staff includes bilingual teachers and therapists to provide culturally and linguistically responsive curricula, and inclusion services for children with disabilities to ensure individualized accommodations that support learning. To expand the Pre-K program, a PreK Mentor will be hired to provide professional development focused on building language, literacy, math, cognitive, and socio-emotional skills. Additional certified teachers (Interventionists) will be hired through the grant to ensure a child-to-teacher ratio of no more than 10 to 1 during Reading and Math instruction. When a Pre-K class enrollment is greater than 20 students taught by a certified teacher, an additional teacher will be hired to reduce class size. At this time, instructional staff salaries at the Center are comparable to the salaries of Grand Prairie K-12 instructional staff. Through TTIPS, early childhood teachers will be eligible for educator awards based on improvement in professional practice and student performance. The campus has many community partners to support our efforts; however, we do not partner with community based providers to deliver preschool.</p>
<p>Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:</p>	<p>The Crockett Early Childhood Center offers developmentally appropriate PreK curricula aligned with the Texas Pre-Kindergarten Guidelines at no charge to four year old children. The Principal, PreK Mentor, and key educators will attend a workshop to vertically align the state adopted curriculum program and state approved instructional materials with Kindergarten and First Grade standards to prepare students for future grades. The team will work with the Children's Learning Institute (CLI) trained early childhood specialist to provide curriculum and instruction resources to support teaching and learning based on the review of curriculum. All educators in the center will attend 2 Day CIRCLE training to develop hands-on activities that support the development of literacy and language, socio-emotional skills, and self-regulation. A PreK Mentor will provide staff with ongoing professional development during common planning meetings to implement best practices, co-teach in the classroom to facilitate effective integration of CIRCLE activities into instruction, and support teachers in using assessment results to plan and deliver instruction. The mentor will conduct peer observations using the Classroom Observation Tool (COT) to support improved professional practices.</p>
<p>Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:</p>	<p>The Early Childhood Center will enroll in the Children's Learning Institute (CLI), CLI Engage platform, and administer the Texas School Ready! child progress monitoring assessments three times each year. Teachers will be trained to utilize data to inform and differentiate instruction in order to meet the academic needs of individual students. A PreK Mentor will provide staff with ongoing professional development in administering the assessments and accessing reports of student achievement and progress. The mentor will work with teachers to use data to: plan differentiated classroom instruction to increase student growth, design the classroom environment to promote independence and confidence, establish a system for classroom management to engage students in learning, and create centers and technology based learning experiences to develop unique talents. All activities will be developed to promote continuous improvement and prepare students for success in Kindergarten and First Grade.</p>

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057910-131

Amendment # (for amendments only):

Statutory Requirement 14: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	N/A
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of new staff hired for work in the turnaround model implementation:	N/A
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057910-131

Amendment # (for amendments only):

Statutory Requirement 15: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057910-131

Amendment # (for amendments only):

Statutory Requirement 16: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	N/A
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	N/A
<p>Name and describe the study/studies examined that support the efficacy of the model selected.</p> <p>Include information about the study's sample size and multi-site sampling.</p> <p>Include key findings showing impact on student achievement.</p> <p>Additionally, provide citations for the study publications:</p>	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057910-131

Amendment # (for amendments only):

Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057910-131

Amendment # (for amendments only):

TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Academic Performance/Improve the Instructional Program

Planned Intervention**Period for Implementation**

1.	Aligned Curriculum: the early childhood and elementary campuses will attend a workshop each spring to align curriculum from Pre-K to 5 th grade. The Classroom Observation Tools and Skills, Knowledge and Responsibilities evaluation rubrics will be updated as appropriate to include new standards. Teachers will attend content area training to review state content standards, district curriculum, and expectations for professional practice (COT/SKR performance standards).	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Accountability Standards and Safeguards: TTIPS leaders and GPISD curriculum staff will correlate data with state expectations (Pre-K to 2 nd) and state/federal accountability standards & safeguards (Gr. 3 to 5). Leadership meetings will be held to review the effects of new expectations for student achievement and set growth goals. Teachers will attend inservice training to review the needs assessment data and annual TTIPS goals.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Interview and Hire a PreK Mentor to provide ongoing support in implementing state adopted curriculum and instruction, CIRCLE strategies to support language and literacy development, classroom environment to improve student learning and classroom management, progress monitoring assessments to differentiate instruction, and flexible grouping during center time to provide individualized instruction to small groups.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	Interview and hire Instructional Specialists for grades Pre-K, grade K, grade 1, grades 2-3, and grades 4-5 to provide ongoing training each week during common planning meetings. Instructional Specialists will support teachers in developing lessons based on curriculum frameworks (horizontal and vertical curriculum alignment), delivering instruction based on informal and formal assessment scores (data-driven instruction), and conduct peer observations (ongoing monitoring of professional practices).	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	Interview and hire a Reading & Math Interventionist for grades Pre-K, grade K-1, grades 2-3, and grades 4-5 to co-teach (reducing the student to pupil ratio to 10:1 during Reading and Math), tutor (providing extended learning time), and provide parent training (Parent & Child Time PreK, and Reading/Homework Support Gr K-5). An additional Interventionist will co-teach in classrooms to model integration of technology tools to improve learning.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.	An iLearn Academy will be held each week to advance leadership skills, develop unique talents and interests and provide enrichment for Reading and Math. A digital piano lab will be used to compose and play music, a news studio will be used to produce campus announcements and reports, and a technology lab will be used to develop websites and digital media. Staff, parents, and community members will be recruited to teach classes.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
7.	A social worker will be interviewed and hired to link families to school and community services to access health and nutrition resources. The counselor will be trained in using Keystone strategies to help students recognize and display positive character traits such as kindness, courage, and confidence to improve attendance & decrease discipline incidents.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057910-131

Amendment # (for amendments only):

TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:***Increase Teacher Quality*****Planned Intervention****Period for Implementation**

1.	Williams Elementary will create, approve, and implement a new teacher evaluation system using the multiple observation-based evaluations and incentive award structure of the Teacher Advancement Program (TAP). The program will create an evaluation system for teachers that use student growth (CPALLS, TPRI, and STAAR test results compared over time) and <i>professional practice</i> (observation-based assessment) as significant factors.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
2.	A process for using data to inform instruction will be implemented. The campus principal will lead inservice training to present teachers with visual data of the student performance in each grade level and the improvement needed to meet state and federal accountability standards. Additional in-service training will be conducted to introduce strategies for using data to develop differentiated classroom and intervention lessons to meet student needs.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
3.	A process for monitoring data will be implemented to ensure teachers have support to meet student achievement goals. The Principal will lead PLC meetings each quarter to review data trends of student performance visually for each class and grade level and the improvement need to meet annual goals. Teacher feedback concerning TTIPS interventions will be requested. Teachers will work with Instructional Specialists to develop nine week plans in PLCs based on student and class data to promote student success.	<input type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
4.	A process for improving professional practices will be implemented. The Skills, Knowledge, & Responsibilities performance standards and evaluation rubric will be used in peer evaluations and self evaluation to evaluate and improve professional practice. Multiple observation-based evaluations will be conducted by Instructional Specialists. Results and support will be presented to teachers during post conference mtgs to improve practice.	<input type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
5.	The Pre-K Mentor and Instructional Specialists will design and deliver research-based professional development activities during weekly PLC meetings. The lead teachers will present new learning proven through research to improve student achievement, demonstrate best practices, and conduct peer observations including pre and post conferences. Interventionists will co-teach using accelerated strategies to support improved practice.	<input type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
6.	The Williams Principal will evaluate existing staff at the end of each year utilizing Skills, Knowledge, and Responsibility and T-TESS evaluation reports. Highly qualified educators will receive a contract for the upcoming school year. Individual Growth Plans will be developed for educators needing support. Non-qualified personnel will be removed based on GPISD Board policies regarding employment when satisfactory progress is not achieved.	<input type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
7.	An incentive program will be established at Williams Elementary School. Teacher Advancement Program (TAP) incentive structures adopted by Grand Prairie ISD will be used to award staff annually based on educator gains in SKR professional practice, class gains in student achievement (with student growth as the leading indicator), and grade level gains in student achievement.	<input type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	

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Amendment # (for amendments only):

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:***Increase Leadership Effectiveness*****Planned Intervention****Period for Implementation**

1.	TTIIPS leaders will work with Campus Improvement Committee to plan and implement an expanded evaluation system. The campus will create an evaluation system for teachers and principals that uses state and federal accountability standards (Index 1 student achievement and Index 2 student growth) and <i>professional practice</i> (observations of campus duties including leadership, curriculum, & operations) as significant factors.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
2.	A process for data analysis will be established. District leadership will lead meetings with TTIPS leaders to review state accountability indexes and safeguards, federal safeguards, and Performance Based Monitoring as it pertains to AMS. The leadership team will review accountability standards from the previous and upcoming school year in both state and federal systems. Visual data will be presented to set nine week and annual goals. The principal will present the data visually to the CIC and CLT, and to the campus staff.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
3.	A process for monitoring student achievement over time will be established. Pre-K and K checklists and grade 1-5 unit test scores will be presented to the CLT in quarterly Data Analysis Meetings to analyze grade level student growth over time and to determine if targeted student groups are meeting quarterly goals. When student growth is not achieved during a semester, the CLT will use data and feedback to determine if revisions to project timelines and/or implementation of interventions will be made to positively impact achievement.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
4.	A process for determining TAP professional practice standards annually will be established. District leadership will revise the GPISD math curriculum framework and nine weeks tests (and other tested subjects as appropriate during the five year project period) to meet revised state content standards. Skills, Knowledge, and Responsibilities (SKR) performance standards for professional practice will be revised to meet the higher math standards. The principal will review the SKR evaluation rubrics with teachers.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
5.	The leadership team including principal, assistant principal, counselor, social worker, TTIPS Project Coordinator, Pre-K Mentor, and Instructional Specialists will be evaluated for growth in professional practice each semester. TTIPS leaders will attend training in reforming leadership (Keystone), conducting curriculum interventions (technology mediated curriculum programs) and restructuring campus operations using reform strategies (TAIS guidance/training). GPISD administrators will evaluate professional practice using SKR rubrics and reports.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
6.	The GPISD leadership team will evaluate TTIIPS leadership at the end of each year utilizing Skills, Knowledge, and Responsibilities (SKR) evaluation reports. Highly qualified administrators will receive a contract for the upcoming school year. Leaders not reaching "proficient" performance standards will be placed in an alternative position based on expertise or will be removed from employment based on GPISD Human Resources.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
7.	Financial incentives and career growth opportunities will be awarded annually to TTIPS leadership based on educator gains in professional practice, school gains in state student achievement standards, and school gains in federal student achievement standards.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	

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Amendment # (for amendments only):

TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:

Increase Use of Quality Data to Inform Instruction

Planned Intervention**Period for Implementation**

1.	Representatives from the CLT will attend TTIPS training and the TX School Improvement conference to learn additional strategies to use data to lead school improvement reforms. The team will work with the PSP to conduct an annual needs assessment that will serve as the basis for the TTIPS Targeted Improvement Plan for the upcoming school year. The plan will be presented to the Campus and District Improvement Committee for approval annually.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
2.	A process for monitoring data at the grade level will be implemented to collect and report data. The Principal will lead PLC meetings each quarter to review visual data trends of student performance in each class and the improvement need to meet accountability goals. Teacher feedback will be valued. Teachers will work with Mentor and Master Teachers to identify specific content within a subject area and individual students to be targeted for improvement each week.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
3.	The TTIPS Campus Leadership Team (CLT) will meet quarterly to review data and determine if student groups are meeting quarterly achievement goals set by the CIC. The Project Coordinator will present the progress monitoring data at PLC meetings to enable educator teams to determine the root cause and make timely revisions to curriculum frameworks, PreK Mentor, Instructional Specialist, and Interventionist services and supports.	<input type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
4.	A process for using quarterly data from multiple sources to plan interventions will be implemented. Instructional Specialists will support educators in reviewing achievement data to identify problems and additional data to determine root causes. The specialists will work with teachers to develop nine week plans that include co-teaching, flexible grouping across classrooms, tutorials, and iLearn classes to provide accelerated instruction and extended learning time.	<input type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
5.	A process for using data to support educators in using data to plan differentiated instruction will be implemented. Instructional Specialists will support educators in reviewing data reports to determine knowledge and skills to be targeted in classroom instruction and intervention classes. Lesson resources and technology based learning programs will be linked to targeted content.	<input type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
6.	Data used for accountability purposes will be the basis of TAP incentive awards. TTIPS leaders will work with the CIC to establish data collection and analysis protocols for TAP. Data collected for incentives and career growth awards will be reviewed to ensure CPALLS, TPRI, and STAAR data used to assess achievement reflects <i>student growth</i> as the leading indicator, and SKR rubrics of <i>professional practice</i> reflect current state content standards.	<input type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
7.	The TTIPS Campus Leadership Team (CLT) will meet annually with the Campus Improvement Committee to review data and determine if student groups are meeting annual achievement goals. When goals have not been met, the teams will determine the root cause, and make revisions on the Targeted Improvement Plan for the upcoming year.	<input type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	

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Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Learning Time

Planned Intervention**Period for Implementation**

1.	The transportation schedule will be revised to increase the school day by 30 minutes to provide additional time for differentiated instruction in Reading and Math and to hold the iLearn Academy each week. These classes lead by teachers, parents, and community members will support academic enrichment, develop talents and interests, and promote leadership strategies.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Campus schedules will be revised to provide additional time for teachers to collaborate, plan, and engage in Professional Learning Communities (PLCs). These meetings lead by the Pre-K Mentor and Instructional Specialists will support teachers in planning classroom and extended time instruction.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	A TTIPS scholarship program to reward academic excellence for students to attend summer camps offered by the campuses and GPISD. Camps offered include bowling, swimming, science, Mindworks, art, dance, & cooking. The scholarships will also be used by students to attend summer field trips including Texas Rangers ballpark, Dallas Cowboy stadium, the Ft. Worth Museum of Science, and History, and indoor skydiving.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	TTIPS summer school will be conducted for students who do not meet standards on TPRI End-of-Year assessments and STAAR. Transportation will be provided.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	Technology Lending Program will provide personal computers for student check-out in grades 3-5 to ensure students can access assignments and tutorials during intervention sessions at school and to complete assignments at home. The program will begin in 3 rd grade in year 3, 4 th grade in year 4, and 5 th grade in year 5.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057910-131

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:***Increase Parent/Community Engagement*****Planned Intervention****Period for Implementation**

1.	To promote parent participation in the academic programs of Williams Elementary, GPISD student and family surveys will be conducted in the spring. The survey will include questions regarding perceived levels of service and to ascertain areas of needed improvement. The anonymous survey will include questions concerning academic supports provided by Williams Elementary. The Campus Improvement Committee will utilize the survey to offer parent training that supports their ability to positively support their child's success in school.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Interventionists will be hired for Reading, Math, Technology and Writing. A PreK Mentor (K) and Instructional Specialists will be hired for Reading and Math (K-5). These TTIPS staff members will provide parent training to implement PACT (Pre-K) at home and to establish daily routines for completing Homework (Grades K-5).	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	To promote parent participation and leadership in classes at Williams Elementary, a Family Interest Survey will be conducted each year. The purpose of the survey will be to compile a list of volunteers with specific skills, talents, and interests. The survey will request names and contact information, and also hours available. Campus Interventionists will utilize the survey to design the iLearn Academy classes. This will improve opportunities for parents to positively interact and support their child's learning and school programs.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	A Social Worker will be hired to monitor attendance, discipline incidents, and academic progress in classes. The counselor will work with educators to contact parents and support them in accessing resources and training to support their child in meeting their personal and academic goals. The social worker will also recruit community partners to provide health and nutrition training for family members.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	The PTO will assist the TTIPS program in conducting the TTIPS program. The PTO will work with TTIPS leaders to develop the scholarship program for students to attend summer camps offered in bowling, swimming, science, art, dance, & cooking, and to attend summer field trips including Texas Rangers ballpark, Dallas Cowboy stadium, the Ft. Worth Museum of Science, and History, and indoor skydiving.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	A parent newsletter from the principal will be posted on the campus website to keep parents and distant relatives aware of important dates and events related to the campus and their child. All FERPA regulations will be followed.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057910-131

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:

Improve School Climate

Planned Intervention**Period for Implementation**

1.	To personalize the school culture, students will attend classes in the iLearn Academy each week. Campus Interventionists will coordinate the program including creating a brochure of classes offered each nine weeks. Educators, parents, students, and community members will teach classes based on their own unique talents. The classes are designed to develop a growth mind-set and to improve each child's self confidence.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	The vision of Williams Elementary School will be posted as you walk into the building to motivate students and educators to focus on their goals. Each iLearn Academy class will be encouraged to participate in a competition and the class will celebrate student successes. Students will learn to value accomplishments and to dream and focus efforts on meeting their personal goals of success.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	To increase attendance and decrease discipline incidents, the campus will train all students in the Flippen Group Keystone program that builds character traits. Learning positive decision making strategies will build the student's self worth and address the problem of anonymity to provide all students with a sense of belonging and confidence. Keystone activities will be part of classroom lessons each week.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	To increase the number of students who complete homework assignments, parent training will be held in the campus Parent Center. Training will be held during the day and as an after school tutorial. Students and parents will attend the training together to assist parents in understanding expectations for completion of assignments in class expectations for exhibiting positive behavior.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	Grand Prairie Middle Schools are designed to offer 6 th graders choices for enrollment. Schools of Choice include leadership, early college, and fine arts campuses. Students must apply for admittance. To increase the number of students who leave meet advanced standards in 5 th grade and are ready to transition to GPISD middle schools, the Principal will schedule tours of in the spring of the 4 th and 5 th grade year.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 057910-131

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057910-131

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057910-131

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057910-131

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057910-131

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 057910-131

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057910-131

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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